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ABSTRACT

The growth of interest in personalized learning, which emphasizes the realization and development of the self-concept in the learning process, prompted educators to combine the Jungian psychological theories of Perceiving and Judging with the personality types measured by the Myers-Briggs Type Indicator (MBTI), to form a model for veiw[ing] community college instructors and students. A sample of 354 full-time community college teachers and 335 first-term community college freshmen were compared within this framework. The most significant difference between the teacher and student typologies was in Sensing (a person values the immediate realities of direct experience) versus Intuition (one prefers the inferred meanings, relationships and possibilities of experience), with the students scoring high on Sensing and Judging, teachers high on Intuition and Perception. These types learn in different ways: Sensing in a systematic manner using primarily the five senses, and Intuiting in a flexible manner relying heavily on language. This basic mismatch between the preferred learning and teaching styles of students and teachers, which may be characteristic in community colleges, can be corrected by the use of self-concept theory, which will play a key role in making education a humanizing process.

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PERSONALIZING LEARNING PROCESSES

By

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The past two decades have witnessed a resurging emphasis on study of the Self as a concern of American education--a concern that had almost disappeared in the wake of the behavioristic tide generated by Watson and his followers in the 1920's.

Now, our educational vineyards are teeming with theorists and practitioners who contend that self-concept theory and self-concept activities are vital ingredients in the educative process. Maslow, Rogers, Combs, and Purkey, among others, have related well the dynamics of self to motivation and behavior. Combs suggested that teacher preparation be based on a perceptual, self-concept approach, and at the University of Florida in 1969, he spearheaded the implementation of an experimental program emphasizing the development of sensitivity, empathy, and capacity for effective interaction in teacher trainees.

The scarcity of such isolated efforts, however, led Purkey to observe that "...little has been done to equip teachers...with simple clinical techniques and instruments which would enable them to be more sensitive to their students." What little has been done has been almost exclusively in pre-service, preparatory programs for teachers at the elementary and secondary levels.

A notable exception and perhaps the first of its kind in pre-service and in-service preparatory programs for teachers at the junior and senior college level is the "Humanistic Approach to Learning" model and program introduced and implemented at the University of Florida in 1971 and

JL 750 602

continuing from Texas Tech University and the Nova University Community College Program under the title "Personalizing the Learning Climate."

In this program particular emphasis is placed on a "Provision for Realization of Self-Concept." The contention is that in order to promote a personalized, humanistic climate on a college campus, the administration--the college policy makers--should provide time, physical facilities, financial resources, human resources, and encouragement for theories of self to be examined and for self-concept activities to be experienced by teachers as well as students.

Since 1971 more than 1100 pre-service and in-service college teachers and administrators have participated in the seminars and workshops of the program. They have been introduced to current self-concept theories, experienced clinical techniques, and responded to instruments designed to increase their sensitivity and awareness of themselves--thus putting them in a better position to help build positive and realistic self-concepts in their students.

The instruments administered to these participants are, for the most part, forced-rank-order instruments dealing with attitudes toward personal values and key questions related to their roles as college teachers. An analysis of the rank-order a teacher assigns the various structured responses offered in a list of terms or statements provides insight into specific attitudes and values of the teacher; the instruments are similarly revealing when directed and administered to the students.

The following rank-order instrument is the first one administered since it is essential for the success of the program that the validity of personality typology study be established.

AS AN INSTRUCTOR, WHAT DO YOU THINK STUDENTS LOOK FOR
WHEN THEY ENTER A CLASS FOR THE FIRST TIME?

Rank 1 - 7

- _____ Friends in the class
- _____ Number of assignments
- _____ Instructor's personality
- _____ Specific learning objectives
- _____ Instructor's grading system
- _____ Course reading requirements
- _____ Types of tests given

As reported by Park in his 1971 ERIC study and by Roberts in two more recent studies, college faculty and college students at all levels most frequently rank Instructor Personality number one. This consistent revelation accompanied by a renewed interest in the psychological theories of C.G. Jung led to the use of the Myers-Briggs Personality Type Indicator as the principle and most sophisticated self-concept instrument used in the Personalized Learning Program.

The Myers-Briggs Type Indicator (MBTI) is a 166 item, self-administering, self-validating instrument published in 1962 by the Educational Testing Service. The MBTI and the supporting research stemming from its development expanded and clarified Jung's theory that seemingly chance variation in human behavior is in fact not due to chance; it is the logical result of observable and measurable differences in mental functioning.

These basic differences concern the way people use their perceiving processes of becoming aware of people, things, occurrences, or ideas and the way they use their judging processes to come to conclusions about

what has been perceived. Since the two together--perception and judgment--are central to a person's mental activity, they determine, to a great extent, that person's overt behavior.

Jung's theory states further that there are two ways of perceiving--by sensing or by intuition--and two ways of judging--by thinking or by feeling. Whichever of these processes are professed by an individual, they will be accompanied also by a preference for introversion or extroversion. Thus the MBTI defines the following pairs of preferences from which 16 different combinations of personality type may be derived:

EXTROVERSION (E) - INTROVERSION (I): THE DIRECTION OF INTEREST.
DOES THE SUBJECT'S INTEREST FLOW MAINLY TO THE OUTER WORLD OF ACTIONS, OBJECTS, AND PERSONS (E), OR TO THE INNER WORLD OF CONCEPTS AND IDEAS (I)?

SENSING (S) - INTUITION (N): HOW SITUATIONS ARE PERCEIVED AND EXPERIENCED. DOES THE SUBJECT ATTACH MORE IMPORTANCE TO THE IMMEDIATE REALITIES OF DIRECT EXPERIENCE (S), OR TO THE INFERRED MEANINGS, RELATIONSHIPS, AND POSSIBILITIES OF EXPERIENCE (N)?

THINKING (T) - FEELING (F): JUDGMENT PREFERENCES. IN MAKING JUDGMENTS, DOES THE SUBJECT RELY MORE ON LOGICAL ORDER AND CAUSE AND EFFECT (T), OR ON PRIORITIES BASED ON PERSONAL IMPORTANCE AND VALUES (F)?

JUDGING (J) - PERCEPTION (P): LIFE STYLE. DOES THE SUBJECT PREFER TO LIVE IN THE JUDGING ATTITUDE, SYSTEMATICALLY, PLANNING, ORDERING, AND ORGANIZING HIS WORLD, DECIDING WHAT NEEDS TO BE DONE AND ATTEMPTING TO CONTROL EVENTS (J), OR IN THE PERCEPTIVE ATTITUDE, SPONTANEOUSLY, CURIOUSLY, AWAITING EVENTS AND ADAPTING TO THEM (P)?

The preferences in type processes result in the sixteen following combinations.

MBTI TYPE TABLE

	SENSING		INTUITIVE		
	THINKING	FEELING	FEELING	THINKING	
JUDGING	ISTJ	ISFJ	INFJ	INTJ	INTROVERSION
PERCEPTIVE	ISTP	ISFP	INFP	INTP	
PERCEPTIVE	ESTP	ESFP	ENFP	ENTP	EXTROVERSION
JUDGING	ESTJ	ESFJ	ENFJ	ENTJ	

From the more than 1100 college teachers and administrators at all levels who have been typed with the MBTI in the Personalized Learning Program, the typologies of 354 full time community college teachers were selected for study and comparison. In addition, a sample of 335 typologies of first term community college freshmen was collected for comparison with the teachers' typologies.

TABLE A

COMMUNITY-JUNIOR COLLEGE TEACHERS
N=354

ISTJ	ISFJ	INFJ	INTJ
36	27	21	24
10%	7.6%	5.9%	6.7%
ISTP	ISFP	INFP	INTP
3	3	33	9
0.8%	0.8%	9.3%	2.5%
ESTP	ESFP	ENFP	ENTP
9	6	60	27
2.5%	1.7%	16.9%	7.6%
ESTJ	ESFJ	ENFJ	ENTJ
33	18	33	12
9.3%	5.0%	9.3%	3.4%

TABLE B

FIRST TERM COMMUNITY JUNIOR COLLEGE
FRESHMEN N=335

ISTJ	ISFJ	INFJ	INTJ
27	31	7	9
8.1%	9.2%	2.1%	2.7%
ISTP	ISFP	INFP	INTP
14	26	16	11
4.2%	7.7%	4.8%	3.3%
ESTP	ESFP	ENFP	ENTP
19	32	11	6
5.6%	9.5%	3.3%	1.8%
ESTJ	ESFJ	ENFJ	ENTJ
51	46	15	14
15.2%	13.7%	4.5%	4.2%

Typology distribution tables A and B show that the most significant difference between the community college teacher typologies and the student typologies was in sensing (S) versus intuitive (N). Of the 354 teachers represented in table A, 63 percent were intuitive (N) while in

the sample typologies of the 335 freshmen students, only 26.5 percent were intuitive (N) types and 73.5 percent were sensing (S) types.

This disparity of personality type distribution between faculty and community college students is typical throughout the nation and indicates that a preponderance of intuitive (N) types are teaching mostly sensing (S) types in our community colleges. Sensing types do not see and hear and experience things in the same manner as intuitive (N) types see and hear and experience things. The higher the sensing (S) score or the intuitive (N) score, the more apparent these differences in perceiving become. This is the reason sensing (S) types do not prefer the same teaching and learning styles as intuitive (N) types.

In the first issue of Findings, the Educational Testing Service quarterly devoted to research in postsecondary education, Warren states: "New means of accommodating student diversity are clearly needed, and one approach is to assess the personal preferences or learning styles of the students and adapt instructional procedures accordingly."

Teaching and learning styles and their relation to Jungian personality typology preferences have been investigated in a number of studies and practicums emanating from the Personalized Learning Program and in at least five doctoral dissertations completed or underway. Preliminary findings indicate clearly that sensing (S) and judging (J) types prefer to teach and learn in an orderly, systematic manner using primarily their five senses, and they respond best to educational media which play upon these senses. They respond positively to varied multi-media approaches of instruction but they do not respond as well to the written or the spoken word (e.g. textbooks and lectures). The intuitive (N), perceptive (P) types, on the other hand, prefer to teach and learn in a

flexible, unstructured manner. They are more apt to respond positively to the written and spoken word--providing that they stimulate interest and iconic imagery. Responses to such stimuli may range from hunches to creative discoveries.

Obviously, students exhibiting these contrasting personality preferences to any significant degree should not be taught or treated in the same manner nor should they be given the same types of assignments.

In his preface to Florence Brawer's Personality Characteristics of College and University Faculty, Arthur Cohen wrote: ". . .one must know who and what one is if he is to be successful in teaching, a most humane profession."

American higher education has not accepted completely the premise that teaching is a most humane profession--especially at the college level--but when it does, exploration of self-concept theory and the matching of teaching and learning styles with personality preferences will play key roles in the humanizing process.

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